



Billings Public Schools
415 North 30th Street
Billings, Montana 59101-1298
Phone: (406) 281-5065 Fax: (406) 281-6186
www.billingschools.org

February 24, 2014

Superintendent Denise Juneau
The Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

RECEIVED
FEB 28 2014
SUPERINTENDENT
OF PUBLIC INSTRUCTION

Dear Superintendent Juneau:

Billings Public School High School District is respectfully submitting to you a Variance to Standards Application for presentation to the Board of Public Education for consideration. We are requesting that Billings Senior High School, Billings West High School and Billings Skyview High School be allowed to use the AdvancED accreditation process as a replacement for the Comprehensive School Improvement Planning (CSIP) process required by the Office of Public Instruction.

Billings Public Schools' High School administrative staff has studied the AdvancED process for this past school year. We believe AdvancED is a significant improvement over the former Northwest Accreditation process in rigor and in comprehensiveness of review of a school. It is our intent to use the document produced as a result of our work as a way to continue to raise the standards of high school education in Billings, Montana. We are confident the AdvancED process has great potential for teaching and learning in our three high schools and the Career Center in Billings Public Schools.

We have attached the following items:

1. Billings Public Schools Variance to Standards Application
2. Board Packet for the February Board of Trustees Meeting in which the Variance to Standards was presented via the consent agenda to the Billings School Board for approval as per requirements in 10.55.604
3. Minutes from the 2/17/14 Board of Trustees Meeting where approval was granted via the consent agenda for the Variance Request
4. The AdvancED Learning Environments Observation Tool
5. The AdvancED Concept Maps that clearly outline the five standards by which our high schools will be measured with supporting documents required.
6. AdvancED School Accreditation Document

On behalf of Billings Public Schools and the administrators at each of our high schools we thank you in advance for your support in this process.

Sincerely,

Terry Nelsen Bouck
Superintendent

TNB/mm
Enclosures



VARIANCES TO STANDARDS APPLICATION

March 3, 2014

Purpose: ARM 10.55.604.1. A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

DUE DATES

- First semester implementation; March 3, 2014
- Second semester implementation; July 7, 2014

COUNTY: Yellowstone County

DISTRICT: Billings Public Schools

LIST THE SCHOOL OR MULTIPLE SCHOOLS THAT ARE REQUESTING THE VARIANCE(S): Billings Skyview High School, Billings West High School, Billings Senior High School

-
1. **Is this an initial application (2 years) or a Renewal application (3 years)?**

Initial Application

2. **Is this for first semester implementation or second semester implementation?**

First semester implementation of the 2014-2015 School Term

3. **Standard(s) for which a variance is requested, i.e., 10.55.709. If there is a program delivery standard, be sure to list it as well. For example, 10.55.1801.**

10.55.601 (3)

4. **Please attach evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students as applicable.**

Our high school accreditation teams consist of teachers across departments, administrators, staff from other schools in the district, and central office representation. We have been involved in the Northwest Accreditation process for well over fifty years. All three of our comprehensive high schools have participated in this process.





Skyview--Last Review 2012 -- Reviewed by Glacier High School, Kalispell, Montana

Bob Whalen, Principal Skyview High School

Danette Cerie, Associate Principal, Skyview High School

Tony Riehl, Syview Teacher, Math Department Chair

Kathy Pfaffinger, Skyview Teacher, English Department Chair

Janet Schneider, Skyview Counselor

Tina Boone, Skyview Counselor, Department Chair

Patricia Vierthaler, Skyview Teacher, Special Education & Reading Intervention

Jan Shorthill, Skyview Teacher, Special Education Department Chair

Fred Michels, Skyview High School Teacher, Science

Gerald Jette, Skyview Teacher, Social Studies

Stan Barr, Billings Career Center Director

Jay Wahl, Assistant Principal, Skyview High School

Deb Black, Assistant Principal, Skyview High School

Darwin Schaaf, Billings Career Center Associate Director

Dorothy Bonk, Career Center Teacher, Café Protégé

Vivian Peterson, Career Center Integration Specialist, Academic Assistance

Steve Wilson, Career Center Counselor

Billings West High School--Last Review--April 23-24, 2012

Amy Shattuck, Assistant Principal, Big Sky High School, Missoula, MT

Christine Fogerty--Librarian, Big Sky High School, Missoula, MT

Melissa Riley--Math Teacher, Big Sky High School, Missoula, MT

Aine Franczyk--Counselor, Big Sky High School, Missoula, MT

Dave Cobb, Principal, West High School

Jeril Hehn, Associate Principal, West High School

Kim Verschoot, Assistant Principal, West High School

Judy Povilaitis, Assistant Principal, West High School

Brian Kroll, Assistant Principal, West High School

Stan Barr, Billings Career Center Director

Dar Schaff, Billings Career Center Associate Director

John Miller, Department Chair, Science--Billings West High

Dr. Russ Lord--Montana State University, Billings



Courtney Hamblin--English--Senior Projects--Billings West High
Various Students--Senior Projects--Billings West High
Lauren Zent--English Teacher--Billings West High
Margaret Aukshun--Math Department Chair--Billings West High
Donna Burgess, English Department Chair--Billings West High
Rebecca Kennedy--Rimrock Treatment Center--Billings, MT
Sue Stahley--Tumbleweed Counselor--Billings, MT
Office Smidt--School Resource Office--Billings West High/City of Billings
Officer Crosley--Juvenile Probation and Parole--City of Billings
Walter Runs Above--Native American Home School Liason--Billings West High
Jim Boyle, Counselor--Department Chair--Billings West High
Jessica Roan--Academic Success Teacher--Billings West High
Mike Caskey--Director/Counselor--Transitions Program--Lincoln Center
Jamie, Nixdorf--Math Teacher--Billings West High School
Peg Eggen--Counselor--Frameworks--Billings Public Schools/Lincoln Center
Cole Krnick--Student Body President--Billings West High School
Fred Petak,--Social Response Training Teacher--Billings West High School
Evening Meetings with all Billings West High School Department Chairs
Parent Representatives from various Billings West High School Clubs

Billings Senior High School--Last Review Helena High School--11/18/2012

Steve Thennis, Principal, Helena High School
Sol Jones, English Teacher, Helena High School
Randy Hussey, English Teacher, Helena High School
Robyn Duff, Art Teacher, Helena High School
Nicole Lindgren, Math Teacher, Helena High School
Vicki Downhour, Math Teacher, Helena High School
Julie Ladd, Science Teacher, Helena High School
Toni Person, World Languages Teacher, Helena High School
Samantha Humphrey CTE Teacher, Helena High School
Rene Cloninger, Health Enhancement Teacher, Helena High School
Kristen Lyndes, Special Education Teacher, Helena High School
Joanne Didriksen, Librarian, Helena High School



Chrissy Murgel, Counselor, Helena High School
Dennis Holmes, Principal, Billings Senior High School
Joe Sukut, Associate Principal, Billings Senior High School
Errin Schmitz, Assistant Principal, Billings Senior High School
Michelle Strouf, Assistant Principal, Billings Senior High School
Jeff Uhren, Assistant Principal, Billings Senior High School
Dan Bartsch, Science Teacher--Science Department Chair--Billings Senior High School
Kent Mattson, Health Enhancement Teacher, Department Chair--Billings Senior High School
Shaundel Krumheuer, Technology Integration Specialist-- Billings Senior High School
Judy Barnes, English Teacher, Department Chair--Billings Senior High School
Alice Nation, Spanish Teacher--Billings Senior High School
Heather Peers, English Teacher--Billings Senior High School
Pam Johnson, Department Chair, Counselors, Billings Senior High School

5. Please provide evidence that the board of trustees adopted its application for variance at an official, properly noticed meeting of its board of trustees.

Billings Public School Board of Trustees approved this variance request at their regularly scheduled Board Meeting on February 17, 2014. The minutes of this meeting are attached to this document.

6. Describe the variance requested.

Billings Public High Schools' Administrative staff has been involved in a year-long discussion as to the benefits and value of an external accreditation review. They have also reviewed and studied AdvancED as the method by which to conduct their accreditation reviews. After careful study and consideration of the pros and cons, the decision was made to move forward with the AdvancED accreditation process.

Due to the rigorous nature of the AdvancED accreditation process, Billings West High School, Billings Senior High School and Billings Skyview High School request that they be allowed to use the AdvancED accreditation process in replacement of 10.55.601(3). If approved, we are requesting that our AdvancED accreditation process replace our requirement to annually complete the Comprehensive School Improvement Planning (CSIP) process required by the Office of Public Instruction. We see this as a duplication of efforts as it requires us to take already created and externally reviewed information and put it into a format that meets the unique requirements of OPI.



7. Provide a brief statement of the mission and goals of this proposed variance.

It is the intent of Billings Skyview High School, Billings Senior High School and Billings West High School to use this variance to promote rigor, equity, student engagement and depth of application of knowledge for our students. It is our intent to make the AdvancED document a living, breathing document that drives a continuous school improvement plan that includes initiatives, assessment, Professional Learning Community planning, climate decisions and dropout initiatives in our comprehensive high schools.

The objectives are as follows:

1. To use information provided by the Effective Learning Environments Observation Tool to improve teaching and learning at each site.
2. To identify goals and objectives based on data provided by the AdvancEd system within each of the five AdvancED standards--Purpose and Direction, Governance and Leadership, Teaching and Assessment for Learning, Resources and Support Systems, and Using Results for Continuous Improvement.
3. To use the AdvancED data to guide our schools in the development and use of formative assessments.
4. To use the AdvancED data as a piece of the overall data we have on students and make programming and instructional decisions based on many pieces of data about programs and students.
5. To use the AdvancED review to help us monitor our progress and work in meeting the Montana Content Standards.
6. Utilize a school improvement plan that requires identification of goals for improvement of achievement and instruction.
7. Continue to develop the use of data to promote growth in student learning, student readiness for the next level, and student success at the next level.
8. Develop a comprehensive student assessment system with local and standard assessments resulting in a range of data about student learning.

8. List at least one specific measurable objective(s) that demonstrates that the proposed variance will meet or exceed the results under the current standard(s).

1. All Mathematics and English Language Arts curriculum documents will be revised to match Montana Content Standards by June 1, 2015.



2. Our high schools' mathematics achievement scores will exceed the State averages in the first round of Smarter Balanced Assessment in the Spring of 2015.
3. Our high schools' reading achievement scores will exceed the State averages in the first round of Smarter Balanced Assessment in the Spring of 2015.
4. Graduation rates in all three high schools will move from 80% to 85% in the cohort.
5. ACT scores at the 11th grade will exceed the State average.

9. What data or evidence will be gathered to document progress toward meeting the measurable objectives?

1. All Billings Public Schools curriculum guides, pacing guides and common assessments will be reviewed in June of 2015 to assure their alignment with Montana Content Standards.
2. Mathematics achievement scores will be gathered from the 2015 Fall NWEA assessments for 9th and 10th grade students (we are piloting Smarter Balanced Assessment so will not have any scores this year).
3. Reading achievement scores will be gathered from the Fall 2015 NWEA assessments for 9th and 10th grade students.
4. Graduation rate data will be tracked in conjunction with the data provided to our district from the Montana Office of Public Instruction.
5. ACT assessment results will be evaluated and measured against the State of Montana and the Nation.
6. The number of failures in each of our three high schools will be tracked starting the first semester of the 2014 school term.

10. In what way does this variance to standard meet the specific needs of the students in your school(s)?

The following is a description of how Montana's Standards of Accreditation are met and exceeded in the AdvancED indicators:

1. An extensive Comprehensive Education Plan is required by Montana's Standards of Accreditation in 10.55.601 (3). This requirement is reflected in AdvancED Standard 1, specifically in indicator 1.3 (See attached Concept Maps Standard 1.3)



2. A school district education profile is required by Montana's Standards of Accreditation in 10.55.601 (3 a i). This requirement is reflected in AdvancED indicators 5.1, 5.2, and 5.5 (see attached)
3. The school district's education goals are required by Montana's Standards of Accreditation in 10.55-601 (3 a ii). This requirement is reflected in AdvancED indicators 1.1 and 2.3. (see attached)
4. A description of planned progress toward implementing all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601 (3 a iii). This requirement is reflected in AdvancED indicators 1.2, 3.1, 3.3, 3.6, and 3.12. (see attached)
5. A description of strategies for assessing student progress toward meeting all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601 (3 a iv). This requirement is reflected in AdvancED indicators 2.6, 3.2, 4.7, 5.1, 5.2 and 5.4.
6. A professional development component is required by Montana's Standards of Accreditation in 10.55.601 (3 a v). This requirement is reflected in AdvancED indicators 2.6, 3.4, 3.5, 3.7, 3.11, and 5.3. (see attached)
7. A description of these indicators is attached and includes specific notations that connect Montana's standards found in 10.55.601 (3) with the AdvancED indicators required for regional accreditation through AdvancED.

With the steps required through the AdvancED process, Billings Senior, Skyview and West High Schools will meet and exceed the standards found in 10.55.601 (3) therefore duplication of effort is not needed.

Due to the self review and external review required, we are assured that our Comprehensive Education Plan will meet the educational needs of our students and our staff. This process will promote rigor, equity, student engagement, and depth of application of knowledge. Through the AdvancED accreditation process, Billings Senior, West and Skyview High Schools will demonstrate that they have a comprehensive education plan that includes an educational profile, educational goals, planned progress towards meeting content and performance standards, strategies for assessing student progress, and a professional development component, which are all required by 10.55. 602 (3). Additionally, AdvancED's standards include other essential indicators which are not required by 10.55-602 (3) thereby exceeding the planning requirements set forth by the State of Montana .

11. Variance to Standard: Outline how and why the proposed variance would be:

- a. **Workable. (Sufficient district resources are available for the success of the variance.)**



Each individual high school has sufficient resources for this variance. An annual fee is paid to AdvancED which provides all information needed for the standards and indicators, student performance diagnostics, surveys and survey results. The annual fee also includes the AdvancED Adaptive System of School Improvement Support Tools (ASSIST), a state of the art system that allows schools to streamline and enhance their efforts to boost student learning. The schools also have the opportunity to receive training at the annual AdvancED School Improvement Conference.

b. Educationally sound. (Applicant has relied on sound research as a rationale for the variance.)

The AdvancED standards and indicators are research based. The following is from the AdvancED website, "With over a century of work in schools and districts throughout the world, AdvancED collects and manages information that has the potential to revolutionize the way we think about continuous improvement and the factors that have the greatest promise for ensuring student success. For that reason, we have committed to an ambitious five year research agenda that will uncover the impact of accreditation on school improvement and student achievement. The objective is to provide the education community with research based strategies, conditions, and behaviors that lead to transformative school improvement. A research team of academics and practitioners has already published two studies, Learning from Accreditation and District Accreditation: Leveraging Change. Dedicated to both school and system improvement, we are proud to be able to share our depth of knowledge with the greater educational community. As a knowledgeable leader in the area of education policy and practice, we know our research will not only be a catalyst for positive change, but will transform the way educators approach educational innovation and continuous improvement."

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.1901.

Attached are all AdvancED Standards and Indicators that frame vertical and horizontal alignment for all program offerings required by the Montana Office of Public Instruction. Standard 3 states, "The school's curriculum, instructional design, and assessment practices guide ensure teacher effectiveness and student learning." Our three high schools' curricular offerings exceed those required under ARM 10.55.1101 through 10.55.1901. The AdvancED accreditation process requires that we meet all state curricular program offerings.

12. Designed to meet the content standards for this area of the curriculum (only applies to those standards which also have related curriculum content standards).

RENEWAL APPLICATION ONLY: Please attach a summary of the data gathered to demonstrate that the variance cycle ending June 30, met or exceeded the standard. State the measurable objective for the initial or previous application.



Mail your signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Board Chair Name: Allen J. Halter

Board Chair Signature: [Signature] Date: 3/35/14

Superintendent Name: Terry Nelson Boock

Superintendent Signature: [Signature] Date 2/21/14

OPI USE ONLY

Superintendent of Public Instruction: _____ Date _____

____ Approve ____ Disapprove





Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Board of Public Education Chair _____ Date _____

_____ Approve _____ Disapprove



opi.mt.gov

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**BOARD OF TRUSTEES, SCHOOL DISTRICT NO. 2
and
BILLINGS HIGH SCHOOL DISTRICT NO. 2**

REGULAR BOARD MEETING

Monday, February 17, 2014

5:30 p.m.-9:30 p.m.

Lincoln Education Center

Board Room

415 North 30th Street

AGENDA

VISITORS WISHING TO RECORD THIS MEETING ELECTRONICALLY MAY DO SO PROVIDING THE RECORDING DOES NOT DISRUPT THE ORDERLY CONDUCT OF THIS MEETING.

1. **WELCOME AND ORIENTATION TO THE MEETING**
Pledge to Flag
Roll Call

THE CHAIR SHALL STATE:

Welcome to the meeting of the Board of Trustees of the Billings Elementary and High School Districts. Agendas and welcoming information about the conduct of the meeting are available at the table in the back of the room. If you plan to speak to the Board tonight, please familiarize yourself with that information, then fill out and submit the public comment form. This is used to help me to recognize you properly at the appropriate time, and to assist me in running the meeting smoothly.

2. **RECOGNITION AND GIFTS AND DONATIONS**

3. **COMMUNICATION FROM THE PUBLIC**

The Board recognizes the value of public comment on educational issues and the importance of listening to members of the public in its meetings. The Board also recognizes the statutory and constitutional right of the public to participate in governmental operations. The Board encourages members of the public to participate in and express opinions about issues important to the District. This part of the Board's meeting is dedicated to public comment on any public matter that is not on the agenda of this meeting and is within the jurisdiction of the Board of Trustees. Members of the public may also address particular items on this agenda either now or at the time the Board considers the particular item.

Please note that pursuant to Board policy the Chair may direct public commentary to ensure an orderly progression of the meeting. This direction may include setting a time limit for public commentary on any particular item. The Chair may also interrupt or terminate an individual's statements when necessary, including when statements are out of order, too lengthy, personally directed, abusive, obscene, or irrelevant. The Board as a whole shall have the final decision in determining the appropriateness of all such rulings by the Chair.

If you have not already done so, please fill out the public comment form available at the back of the room. This will allow the Chair to recognize you before you address the Board. In addition, the Board will receive any written communication at this time.

4. **APPROVAL OF AGENDA**
5. **SUPERINTENDENT'S REPORT**
6. **PLANNING & DEVELOPMENT COMMITTEE REPORT**
 - a. **360 Office Solutions**
7. **BONDS**
 - a. **Broadwater and McKinley Schools**
 - b. **New Middle Schools**
 - c. **Deferred Maintenance**
8. **HUMAN RESOURCES REVIEW PRESENTATION**
9. **PARENT NOTIFICATION OF NOVELS**

10. HIGH SCHOOL ENROLLMENT ANALYSIS
11. ELECTIONS
 - a. Resolution calling for Elementary/High School Trustee Election, May 6, 2014
 - b. Resolution calling for a High School Trustee Election (Nominating District B), May 6, 2014
 - c. Elementary and High School General Fund Levies
12. SUPERINTENDENT EVALUATION
13. NEGOTIATIONS COMMITTEE APPOINTMENTS
14. CITYWIDE SRTS COMMITTEE REPORT
15. AA CAUCUS/MTSBA REPORT
 - a. MTSBA K-12 Survey
16. BOARD RETREAT
17. NSBA NATIONAL CONVENTION

18. TRUSTEE SCHOOL VISITS
19. APRIL REGULAR BOARD MEETING
20. CONSENT AGENDA
 - a. Personnel Report
 - b. Bills Paid - January 2014
 - c. Financial Reports - January 2014 (Unaudited)
 - d. Minutes of Board Meetings
 - e. Learning Support Team Monthly Reports
 - f. Establish New Account for Extended Studies
 - g. Miles Avenue School Renovations 2013 Bond Project
 - h. AdvancED Accreditation Process
 - i. Contract Amendment between Montana DPHHS and ECI

- j. Alkali Creek Elementary Partial Roof Replacement 2012 Bond Project
- k. Riverside Land Parcel
- l. Castle Rock MS Boiler Room Renovation Bond 2013 Project
- m. Castle Rock MS Window Replacement 2013 Bond Project
- n. Lewis and Clark MS Mechanical Boiler 2013 Bond Project
- o. Riverside MS Energy Revisions 2013 Bond Project
- p. Will James Middle School HVAC/ Mechanical Phase 2 2012/2013 Bond Project
- 21. ADJOURNMENT

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20.

Board of Trustees Regular Meeting**Meeting Date:** 02/17/2014**Item Title:** CONSENT AGENDA**Requested by:** Terry Bouck, Superintendent, Superintendent's Office**Prepared by:** Nancy Coe, Superintendent's Office**Recommended Action:** Approve

Information**Executive Summary:**

The Consent Agenda is being used to try to conserve time. The Consent Agenda contains items of routine nature, which normally do not require deliberation on the part of the board. The items will be accepted and approved in one action unless a board member wishes to have an item separated from the Consent Agenda and specifically discussed.

Suggested Action:

Approve and accept the items within the Consent Agenda without objection to recommended action.

Attachments

No file(s) attached.

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Board of Trustees Regular Meeting

20. h.

Meeting Date: 02/17/2014

Item Title: AdvancED Accreditation Process

Requested by: Kathy Olson,

Prepared by: Marta McAllister

Recommended Approve

Action:

Information

Executive Summary:

Billings Public High Schools' Administrative staff has been involved in a year long discussion as to the benefits and value of an external accreditation review. They have also reviewed and studied AdvancED as the method by which to conduct their accreditation reviews. After careful study and consideration of the pros and cons, the decision was made to move forward with the AdvancED accreditation process. (formerly known as Northwest Accreditation).

Due to the rigorous nature of the AdvancED accreditation process, Billings West High School, Billings Senior High School and Billings Skyview High School have prepared a Variance to Standard request to be submitted to the Office of Public Instruction(see attached).

If approved, we are requesting that our AdvancED accreditation process replace our requirement to annually complete the Comprehensive School Improvement Planning (CSIP) process required by the Office of Public Instruction. We see this as a duplication of efforts as it requires us to take already created and externally reviewed information and put it into a format that meets the unique requirements of OPI. It should be noted that Kalispell Public Schools has submitted a similar request for variance that has been approved.

Billings Public School has been accredited through the Northwest Accreditation process for over ninety-three years. Senior first participated July 1, 1920, West High School, July 1, 1961, and Billings Skyview High School, July 1, 1985. Northwest merged with AdvancED over a year ago. AdvancED is in 32,000 schools in 37 states and 71 countries. Over 70% of the high school graduates in Montana come from AdvancED accredited schools.

We have attached the following documents for Board Information from AdvancED.

1. Effective Learning Environments Observation Tool (ELEOT)
2. Self Assessment Workbook for Schools—CONCEPT MAPS
3. School Accreditation—A Handbook for Schools p. 10, 11 and 12

Suggested Action:

Approve to use the AdvancED accreditation process.

Attachments

[Variances to Standards Application](#)

[Effective Learning Environments Observation Tool](#)

[Self Assessment Workbook for Schools](#)

[School Accreditation - A Handbook for Schools](#)

DRAFT

**Proceedings of the Board of Trustees
District No. 2, Yellowstone County
High School District No. 2, Yellowstone County
Billings, Montana**

February 17, 2014

1. **WELCOME AND ORIENTATION TO THE MEETING**

The Chair commenced the meeting at 5:30pm and led those in attendance in the Pledge to the Flag.

Those present included Trustees Allen Halter, Greta Besch-Moen, Lindy Graves, Travis Smith, Teresa Stroebe, Kathy Aragon, KEvin Toohill, Janna Hafer, District Clerk Leo Hudetz, Superintendent Terry Bouck. Trustee Travis Kemp was excused.

Administrators present included Patricia Hubbard, Jeana Lervick, Kim Anthony, Dennis Holmes, Burt Reyes

Other registered guests included Dr. Monte Bridges and Janice Watson of Educational Leadership Consultants, Mike Tuss and Keith Ruppert of CTA Architects, Dusty Eaton of A&E Architects. Chris Goodridge, Eric Basye, Vicki Evans, Morgan Evans, Nicole Evans, Shawn Nelson, Jenifer Nelson, Colby Nelson, Chloe Nelson, Rita Wells, Tracy Pave, Cory Moore, Jeri Heard, Tami Concepcion, Sue Anderson, Virgil Middendorf, Brent Roberts, Lynde Roberts, Benjamin Roberts, Karen Moses, Shawn Farr, Bobby Jo Andersen, Kate Cordes, Eric Berge, Paul Before, Kristina Scheppele, Steven Houlihan.

2. **RECOGNITION AND GIFTS AND DONATIONS**

Recognition

The Candidates for U.S. Presidential Scholarship Program were presented by the High School Principals, from Skyview, Meagan Carroll and Nicole Evans, from Senior, Carter Webber and Jacob Woodring, and from West, Eleanore Denegre, Lauren Ficek, Konner Howell, Colby Nelson.

Gifts and Donations

Bench

- Lori Mader, \$276 through Wells Fargo Matching Gift Program

Broadwater

- Christ the King Lutheran Church, mittens, hats, scarves and socks
- Susan and Arnold Clark, new winter coats for students

Highland

- Nathan and Holly Hofer, \$30
- Aaron and Shana Sparboe, \$100
- John and Hollis Edwards, \$25
- Jolane Chase, \$20
- Mike and Kelly Latham, \$30
- Scott and Jeri Heard, \$50
- Nick and Chris Capetanakis, \$10
- Kirk and Catherine Blee, \$20
- Cole and Heather Hammond, \$30
- Joe and Monterey West, \$30
- Jeremy and Brookelyn Conner, \$25
- Scott and Cindy Walton, \$20
- Robert and Kirstin McMullen, \$20
- Forrest and Amanda Hunt, \$25
- Matt and Michelle Brosovich, \$100
- Michael and Aimee Brown, \$40
- Chad and Chelsey Field, \$25
- Rich and Mandy Naylor, \$25

Ponderosa

- Trudy Chester, \$126.41 worth of school supplies

Washington

- Paige Spalding, 22 tickets to Alberta Bair performance for kindergarten students
- Brian Tibbs, 10 tickets to Alberta Bair performance for kindergarten students
- Cheryl Knepper, 20 tickets to Alberta Bair performance for kindergarten students

Trustee Stroebe motioned to accept the gifts and donations with gratitude, with a second by Trustee Hafer. Those voting in favor of the motion were Trustees Halter, Moen, Hafer, Toohill, Graves, Aragon, Smith and Stroebe. The motion passed unanimously.

3. COMMUNICATION FROM THE PUBLIC

Chris Goodridge thanked the Board for looking into a Opt-Out Policy for the Required Reading List and asked the Board for a specific, not broad, policy.

4. APPROVAL OF AGENDA

Trustee Graves motioned to approve the agenda as presented with a second by Trustee Aragon. Those voting in favor of the motion were Trustees Halter, Moen, Hafer, Toohill, Graves, Aragon, Smith and Stroebe. The motion passed unanimously.

5. SUPERINTENDENT'S REPORT

Superintendent Bouck reminded everyone about the upcoming Common Core Community meeting on Thursday, Feb 20th at Lincoln Center at 6:00pm and encouraged all to attend.

Superintendent Bouck reported that he will be attending City College to give presentations on Project Lead the Way and Graduation Matters.

The District Technology review is in process, a survey was sent to staff and a review team of outside experts will be coming in.

Safety in our Schools - The Career Center has a Security Resource Officer. CTA is in discussion with District administrators on resolving potential security issues at the High Schools and Career Center.

6. PLANNING & DEVELOPMENT COMMITTEE REPORT

Trustee Moen reported on the Planning and Development Committee's February 10, 2014 Meeting.

a. 360 Office Solutions

Trustee Moen updated the Board on the school supply contract with 360 Office Solutions. There was some discussion regarding the cost increases, which were explained to the Board by Craig Bartholomew of 360 Office Solutions. The Committee recommended the Board renew the contract for the 2014-15 school year.

Trustee Moen motioned to renew the 360 Office Solutions contract for the 2014-15 school year with a second by Trustee Aragon. Those voting in favor of the motion were Trustees Halter, Moen, Hafer, Toohill, Graves, Aragon, Smith and Stroebe. The motion passed unanimously.

7. BONDS

There was discussion among board members on the decision making and

approval process during the projects.

Superintendent Bouck updated the Board on the process going forward, and how and when the board will give input and approve the different phases of each project.

a. MCKINLEY & BROADWATER ELEMENTARY RENOVATIONS

Terry Bouck introduced Mike Tuss of CTA to update the Board on the Broadwater & McKinley renovation projects. The objective is to have the schools open for students in the Fall of 2015, construction will start on June 9th at both McKinley and Broadwater Elementary. The shell package (exterior) will be completed first, with the interior package slated to start September of 2014, and the remaining work finished in the summer of 2015. Mr. Tuss requested to present at upcoming Planning and Development Committee Meetings in March, April, July & September. Mr. Tuss explained CTA's decision making process to the board.

Brenda Koch reported details to the board on the Swing School Plan to move 7 classes of McKinley students to the Lincoln Center 3rd Floor. Current Adult Ed classrooms will be moved to the 1st floor. Frameworks will be moved to the 1st floor at Lincoln Center, and the Delta program will be moved off site. The current maintenance office area will be turned into a lunch room, the gym will be utilized. Billings Public Library will allow use for private library time. There will be continued discussion and planning regarding security and check-in procedures.

b. NEW MIDDLE SCHOOL PROJECTS

Dusty Eaton of A&E updated the Board on the progress for the 2 new middle schools, the programming phase has been completed for the Heights Middle School- During the programming phase a team from A&E, district staff, administrators and other experts analyzed the budget, gathered facts, needs and wants and tested them by looking at school schedules, instructional/non-instructional and community space. The next phase, Schematic Design, will be completed in mid-March, which will include floor plans, etc. Trustee Toohill attended these Program Meetings and updated the Board on the process and what was discussed during the first phase.

The Board requested continual updates during the design process.

c. Deferred Maintenance

Superintendent Bouck reported that \$11 million of the bond approved \$36 million for deferred maintenance is scheduled to be spent on various maintenance projects throughout the District this year.

8. HUMAN RESOURCES REVIEW PRESENTATION

Jeana Lervik along with Dr. Monte Bridges and Janice Watson presented the findings of Human Resources Review. The results of the review were presented to the Board, along with recommendations for improvement, a plan for the future and

commendations of staff.

9. PARENT NOTIFICATION OF NOVELS

As a result of a Challenge to Educational Material, the Board directed a committee of English teachers and administrators to review the process of parent notification of novels being assigned at the high school level. Kim Anthony on behalf of the committee presented it's 5 step procedural plan which will be enforced at all the high schools.

There was some discussion among board members about policies and procedures. Superintendent Bouck will do an analysis on policy versus procedure and include it in a Board Update.

Shaun Farr gave Public Comment to the Board and expressed the importance of creating a clear opt-out policy in regards to the required reading list so that parents may retain their rights.

10. HIGH SCHOOL ENROLLMENT ANALYSIS

As requested by the board, an analysis of high school enrollment numbers of students who were enrolled in high school on the October 7, 2013 count date, but no longer enrolled on the December 2, 2013 enrollment count was completed.

Brenda Koch updated the board on the reasons for the discrepancies in the October and December enrollment counts and presented a report showing the detailed reasons for the differences. Ms. Koch also reported on the HiSet Program and how the pilot program is currently working at Billings Public Schools.

11. ELECTIONS

- a. Resolution calling for Elementary/High School Trustee Election, May 6, 2014
BILLINGS PUBLIC SCHOOLS DISTRICT NO. 2
TRUSTEE RESOLUTION
CALLING FOR AN ELEMENTARY/HIGH SCHOOL TRUSTEE ELECTION
BY SINGLE MEMBER DISTRICT

WHEREAS the trustees of any district shall have the authority under the provisions of section 20-20-201, MCA, to call for a school election and;

WHEREAS an election of trustees shall be conducted annually on the regular school election day, the first Tuesday after the first Monday of May.

THEREFORE BE IT RESOLVED that the trustees of School District No. 2, Yellowstone County, call for a mail ballot election of the registered electors of the district to be held on the 6th day of May, 2014, for the purpose of electing two elementary/high school trustees by single-member district. One trustee shall be elected from each of the single member districts numbered one (1) and two (2),

and, each position shall be for a three-year term. If it is later determined that any portion of the election is not required, the Board of Trustees authorizes the Yellowstone County Election Administrator to cancel that portion of the election in accordance with 13-1-304 and 20-3-313, MCA. The elector shall return the ballot by mail or deliver it to a place of deposit designated by the Yellowstone County Election Administrator so the ballot is received prior to 8:00 p.m. on Election Day.

Trustee Aragon motioned to adopt the resolution to have a mail ballot election for 2 elementary trustees with a second by Trustee Moen. Those voting in favor of the motion were Trustees Halter, Moen, Hafer, Toohill, Graves, Aragon. Trustees Smith and Stroebe were on eligible to vote on this elementary district issue. The motion passed unanimously.

- b. Resolution calling for a High School Trustee Election (Nominating District B), May 6, 2014

BILLINGS PUBLIC SCHOOLS
TRUSTEE RESOLUTION
CALLING FOR A HIGH SCHOOL TRUSTEE ELECTION
(NOMINATING DISTRICT B)

WHEREAS the trustees of any district shall have the authority under the provisions of section 20-20-201, MCA, to call for a school election and;

WHEREAS an election of trustees shall be conducted annually on the regular school election day, the first Tuesday after the first Monday of May;

THEREFORE BE IT RESOLVED that the trustees of High School District No. 2, Yellowstone County, call for a mail ballot election of the registered electors of the district to be held on the 6th day of May, 2014, for the purpose of electing one (1) high school trustee (of the Nominating District B). The position shall be for a three-year term. If it is later determined that any portion of the election is not required, the Board of Trustees authorizes the Yellowstone County Election Administrator to cancel that portion of the election in accordance with 13-1-304 and 20-3-313, MCA. The elector shall return the ballot by mail or deliver it to a place of deposit, designated by the Yellowstone County Election Administrator so the ballot is received prior to 8:00 p.m. on Election Day.

Trustee Aragon motioned to adopt the resolution to have a mail ballot election for 1 high school trustee with a second by Trustee Moen. Those voting in favor of the motion were Trustees Halter, Moen, Hafer, Toohill, Graves, Aragon, Smith and Stroebe. The motion passed unanimously.

- c. Elementary and High School General Fund Levies
Montana law regarding school funding allows a school district to increase its general fund budget if voters in the district approve a levy. The maximum amount that may be requested for the general fund is determined by state law and calculated taking a number of variables into account. On May 7, 2013, the

elementary district voters approved an elementary general fund levy of \$1,087,237 and a technology levy of \$1,200,000.

The maximum amount of general fund revenues that may be requested during 2014 will be determined when the February 3rd school enrollment count is finalized with OPI. It is anticipated that the maximum amount that may be submitted to the voters for the general fund levies will be approximately \$800,000 in the elementary district and \$400,000 in the high school district. The cost to run a mail ballot election in the elementary/ high school district is approximately \$75,000 which is paid out of the general fund.

The board discussed the pros and cons of conducting a mill levy election on May 6, 2014, and requested to see a projected budget at the March Planning and Development meeting on March 10th.

12. SUPERINTENDENT EVALUATION

Trustee Moen updated the Board that she has reviewed the outlined goals for the superintendent, and researched evaluation tools. The board will further discuss the evaluation at the board retreat.

13. NEGOTIATIONS COMMITTEE APPOINTMENTS

The employment contract with the Billings Education Association expires on June 30, 2014.

Chair Halter recommended a committee meeting to better prepare for negotiations. Trustee Toohill suggested a workshop for those interested on a trustee's role in negotiations. Trustee Graves volunteered to be on the committee. Chair Halter volunteered, with Trustee Toohill as an alternate committee member.

Trustee Aragon motioned to appoint Lindy Graves and Allen Halter, with Kevin Toohill as an alternate to the BEA negotiating team with a second by Trustee Hafer. Trustee Stroebe voiced concerns about having the board Chair involved in negotiations, and felt that it was more of an observation role and motioned a friendly amendment to appoint Lindy Graves and Kevin Toohill with Allen Halter as an alternate. Amendment was then withdrawn.

Those voting in favor of the original motion were Trustees Halter, Moen, Hafer, Toohill, Graves, Aragon, Smith and Stroebe. The vote passed unanimously.

The first Negotiating Committee meeting was tentatively scheduled for March.

14. CITYWIDE SRTS COMMITTEE REPORT

Trustee Aragon reported on the Citywide Safe Routes To School Committee meeting which was held on January 14. Those present used a tool that assessed

school sites which analyzed walkability, bikeability, and connectivity issues. Safe Routes to School meets throughout the year with city staff, police and school administrators to look at school safety issues. Trustee Aragon will have a meeting next week with CTA, the city planner, and representatives from SRTS. They are also planning to use this tool on the new middle school sites

15. AA CAUCUS/MTSBA REPORT

Trustee Stroebe updated those present on the activities of the AA Caucus and MTSBA, and reported on concerns of opponents to the Common Core program.

a. MTSBA K-12 Survey

Trustee Moen spoke about the K-12 Expansion survey being flawed and inconsistencies of who was filling out the survey, there were concerns that the survey was not weighted for the size of the districts. Leo Hudetz, District Clerk clarified that the surveys were sent out because of a Resolution, and that the deadline was extended to Friday, Feb 21, 2014. It was not mandatory. Trustee Stroebe felt the District needed to have a discussion with the Lockwood school board and that the Planning and Development committee should create a subcommittee with interested parties and look at the actual impact on the District. Chair Halter agreed with Trustee Stroebe's comments.

Trustee Toohill motioned to not respond to the survey, Trustee Moen motioned a friendly amendment appointing Superintendent Bouck and Leo Hudetz to send a note to MTSBA that the Board decided not to reply, with a second by Trustee Stoebe who also seconded the friendly amendment. Those voting in favor of the motion as amended were Trustees Halter, Moen, Hafer, Toohill, Graves, Aragon, Smith and Stroebe.

16. BOARD RETREAT

The board retreat is scheduled for Friday, February 28th from 1-5 p.m., and Saturday, March 1 from 9 a.m. to 4 p.m. at Prescott Hall at Rocky Mountain College.

17. NSBA NATIONAL CONVENTION

The National School Boards Association annual conference is being held in New Orleans April 4-7, 2014. Estimated travel costs are:

Basic registration fee	\$ 945.00
Airfare (leaving April 5, returning April 8)	\$ 858.50
Meals	\$ 141.00
Room	\$ 675.00
Total - <i>estimate only</i>	\$2,619.50

At the current time there is nothing budgeted in the board's out-of-state travel codes. Travel to this conference would necessitate transfer of funds from another budget line item. There is approximately \$4,900 remaining in the board's in-state travel budgets. At the regular board meeting on January 20, 2014, the board passed a motion to allow one board member to attend the conference. Trustee Stroebe expressed that she would like to attend the conference and some cost saving ideas were discussed.

Trustee Aragon motioned to approve Trustee Graves and Trustee Stroebe to attend the NSBA 2014 national convention as long as costs are within budget with a second by Trustee Moen. Those voting in favor of the motion were Trustees Halter, Moen, Hafer, Toohill, Graves, Aragon, Smith and Stroebe. The motion passed unanimously.

18. TRUSTEE SCHOOL VISITS

Montana state law requires that a trustee visit every school during the year. Trustee Aragon visited the Rose Park and discovered that having unopenable windows could cause limitations for room use, and asked that those types of issues be addressed in plans for the new middle schools and elementary renovations.

19. APRIL REGULAR BOARD MEETING

Board Policy 1400 states: "Regular meetings shall take place at 5:30 p.m. on the third (3rd) Monday of each month, or at other times and places determined by a majority vote." Since the third Monday of April falls on April 21st which has been designated as a school holiday, it is requested that the regular meeting date in April be changed to either Tuesday, April 22 or Monday, April 28, 2014.

Trustee Aragon motioned to change the regular board meeting in April to Tuesday, April 22, 2014 at 5:30 p.m. with a second by Trustee Moen. Those voting in favor of the motion were Trustees Halter, Moen, Hafer, Toohill, Graves, Aragon, Smith and Stroebe. The motion passed unanimously.

20. CONSENT AGENDA

Trustee Graves motioned to approve items on the consent agenda as presented, with a second by Trustee Moen. Those voting in favor included Trustees Halter, Moen, Graves, Smith, Hafer, Toohill, Aragon and Stroebe. The motion passed unanimously.

a. Personnel Report

Pursuant to Montana law, the Board of Trustees employs and dismisses District employees. MCA § 20-3-324. Each month, the Superintendent and our Human Resource Services staff present to the Board a personnel report that includes

recommended hiring. The report also includes extra-curricular activities, retirements, resignations, leaves of absence of one semester or longer, and, infrequently, recommended dismissals. The Board acts upon the Superintendent's employment recommendations by accepting the personnel report.

- b. Bills Paid - January 2014
- c. Financial Reports - January 2014 (Unaudited)
- d. Minutes of Board Meetings The board is asked to approve the minutes as follows:
 - Regular Board Meeting, January 20, 2014
 - Special Board/Planning & Development Committee Meeting, February 10, 2014

The minutes are available on the Billings Public Schools website at <http://www.billingsschools.org>, School Board, and selecting Agendas and Minutes.
Approve minutes:

- Regular Board Meeting, January 20, 2014
 - Special Board/Planning & Development Committee Meeting, February 10, 2014
- e. Learning Support Team Monthly Reports
Trustee Graves requested that the Learning Support Team's monthly reports be provided as part of the consent agenda. The monthly reports for January are attached.
Presented for information only.
 - f. Establish New Account for Extended Studies
 - g. Miles Avenue School Renovations 2013 Bond Project
Facilities Services recommends that the Miles Avenue School Renovations 2013 Bond Project be awarded to Star Service Inc. for \$1,173,820. This would include the base bid and Alternates 1 through 4. The bid tab is attached.
Approve the award to Star Service Inc for the Miles Avenue School Renovations 2013 Bond Project for \$1,173,820.
 - h. **AdvancED Accreditation Process**
Billings Public High Schools' Administrative staff has been involved in a year long discussion as to the benefits and value of an external accreditation review. They have also reviewed and studied AdvancED as the method by which to conduct their accreditation reviews. After careful study and consideration of the pros and

cons, the decision was made to move forward with the AdvancED accreditation process. (formerly known as Northwest Accreditation).

Due to the rigorous nature of the AdvancED accreditation process, Billings West High School, Billings Senior High School and Billings Skyview High School have prepared a Variance to Standard request to be submitted to the Office of Public Instruction, which is attached to the Board agenda.

The AdvancED accreditation process would replace our requirement to annually complete the Comprehensive School Improvement Planning (CSIP) process required by the Office of Public Instruction. We see this as a duplication of efforts as it requires us to take already created and externally reviewed information and put it into a format that meets the unique requirements of OPI. It should be noted that Kalispell Public Schools has submitted a similar request for variance that has been approved.

Billings Public School has been accredited through the Northwest Accreditation process for over ninety-three years. Senior first participated July 1, 1920, West High School, July 1, 1961, and Billings Skyview High School, July 1, 1985. Northwest merged with AdvancED over a year ago. AdvancED is in 32,000 schools in 37 states and 71 countries. Over 70% of the high school graduates in Montana come from AdvancED accredited schools.

The following documents for Board Information from AdvancED are attached to the Board agenda:

1. Effective Learning Environments Observation Tool (ELEOT)
2. Self Assessment Workbook for Schools—CONCEPT MAPS
3. School Accreditation—A Handbook for Schools p. 10, 11 and 12

Approve to use the AdvancED accreditation process.

- i. Contract Amendment between Montana DPHHS and ECI
Attached is a routine Contract Amendment (#14-143-1800) between the Montana Department of Public Health and Human Services and Early Childhood Intervention-Billings School District 2. Also attached is a letter from David C. Munson, Director of ECI, explaining the contract amendment.
Motion to approve the Contract Amendment (#14-143-1800) between Montana Department of Health and Human Services and Early Childhood Intervention-Billings School District 2.
- j. Alkali Creek Elementary Partial Roof Replacement 2012 Bond Project
Facilities Services recommends that the Alkali Creek Elementary School Partial Roof Replacement 2012 Bond Project be awarded to Ace Roofing for the total bid of \$439,339.28. This includes the Base Bid plus Alternates 1,2,3, and 4. The bid tab is attached.

Award Ace Roofing the Alkali Creek School Partial Roof Replacement 2012 Bond Project for the amount of \$439,339.28.

k. Riverside Land Parcel

There is a small parcel of land owned by the City of Billings that is adjacent to the District's land that is part of Riverside Middle School. This parcel is approximately 150 square feet. The elementary district has the right of first refusal if the City decides to sell this property. Currently, a developer would like to purchase this land to provide access to an affordable housing project. Lew Anderson, the Executive Director of Facilities, recommends that the developer be authorized to buy this parcel since he does not foresee that the District will ever have a need for this parcel. Please see attached email from developer, land diagram and summary of development project. The attorney for the District, Jeff Weldon, reviewed this and recommended that the board approve this action.

Motion to not exercise the right of first refusal on parcel of land of approximately 150 feet adjacent to Riverside Middle School. To allow the Superintendent to take whatever legal action necessary including, but not limited to executing a quit claim deed, to certify that the District does not want to purchase this piece of land if the City of Billings has another buyer. If in the Superintendent's judgment that it is not in the best interests of the district to execute this action, the board will be asked to reconsider this item (Elementary only.)

l. Castle Rock MS Boiler Room Renovation Bond 2013 Project

Facilities Services recommends that the Castle Rock Middle School Boiler Room Renovation 2013 Bond Project be awarded to Precision Plumbing and Heating for \$395,570. This includes the base bid plus Alternate #1. Bid Tab for the Project is attached.

Approve to award Precision Plumbing and Heating the contract for Castle Rock MS Boiler Room Renovation 2013 Bond Project for \$395,570.

m. Castle Rock MS Window Replacement 2013 Bond Project

Facilities Services recommends that the Castle Rock MS Window Replacement 2013 Bond Project be awarded to Fisher Construction for a total bid of \$483,400.00. This includes the base bid plus Alternate #1 and #2. The Bid Tab is attached.

Award Fisher Construction the Castle Rock Window Replacement 2013 Bond Project for the amount of \$483,400.00.

n. Lewis and Clark MS Mechanical Boiler 2013 Bond Project

Facilities Services recommends the Lewis and Clark MS Mechanical Boiler 2013 Bond Project be awarded to Star Service for the total amount of \$117,325.00. This includes the base bid plus Alternates 1 and 2. The bid tab is attached.

Award Star Service the Lewis and Clark MS Mechanical Boiler 2013 Bond Project for the amount of \$117,325.00.

o. Riverside MS Energy Revisions 2013 Bond Project

Facilities Services recommends that the Riverside MS Energy Revision 2013 Bond project be awarded to Midland Mechanical dba Stevens Brothers Mechanical for

\$237,079.00. This is the base bid plus Alternate No. 1 . The bid tab is attached.
Award Midland Mechanical dba Stevens Brothers Mechanical the Riverside
Energy Revision 2013 Bond Project for \$237,079.00.

- p. Will James Middle School HVAC/ Mechanical Phase 2 2012/2013 Bond Project
Facilities Services recommends that the Will James Middle School
HVAC/Mechanical Phase 2 2012/2013 bond project be awarded to Empire Heating
and Cooling for a total bid of \$305,659.00. This includes the base bid and
Alternates 1,2, and 3. The bid tab is attached.
Award Empire Heating & Cooling the Will James MS HVAC/ Mechanical Phase 2
2012/2013 bond project for the amount of \$305,659.00.

21. ADJOURNMENT

Trustee Stroebe motioned to adjourn the meeting at 9:20pm with a second by
Trustee Toohill

Those voting in favor of the motion were Trustees Halter, Moen, Hafer, Toohill,
Graves, Aragon, Smith and Stroebe. The motion passed unanimously.

Chair Allen Halter

Recorder Michele Munson



Effective Learning Environments Observation Tool (ELEOT)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date _____ School _____ City _____ State or Province _____ Country _____ Grade Level _____

Time In _____ Time Out _____ Check ALL that apply: Lesson Beg. _____ Lesson Middle _____ Lesson End _____ Subject Observed _____ Observer Name _____

Student-focused Observations					Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:								
1.	Has differentiated learning opportunities and activities that meet her/his needs				4	3	2	1
2.	Has equal access to classroom discussions, activities, resources, technology, and support				4	3	2	1
3.	Knows that rules and consequences are fair, clear, and consistently applied				4	3	2	1
4.	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences				4	3	2	1
B. High Expectations Environment:								
1.	Knows and strives to meet the high expectations established by the teacher				4	3	2	1
2.	Is tasked with activities and learning that are challenging but attainable				4	3	2	1
3.	Is provided exemplars of high quality work				4	3	2	1
4.	Is engaged in rigorous coursework, discussions, and/or tasks				4	3	2	1
5.	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)				4	3	2	1
C. Supportive Learning Environment:								
1.	Demonstrates or expresses that learning experiences are positive				4	3	2	1
2.	Demonstrates positive attitude about the classroom and learning				4	3	2	1
3.	Takes risks in learning (without fear of negative feedback)				4	3	2	1
4.	Is provided support and assistance to understand content and accomplish tasks				4	3	2	1
5.	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs				4	3	2	1
D. Active Learning Environment:								
1.	Has several opportunities to engage in discussions with teacher and other students				4	3	2	1
2.	Makes connections from content to real-life experiences				4	3	2	1
3.	Is actively engaged in the learning activities				4	3	2	1

	Very Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Environment:				
1. Is asked and/or quizzed about individual progress/learning	4	3	2	1
2. Responds to teacher feedback to improve understanding	4	3	2	1
3. Demonstrates or verbalizes understanding of the lesson/content	4	3	2	1
4. Understands how her/his work is assessed	4	3	2	1
5. Has opportunities to revise/improve work based on feedback	4	3	2	1
F. Well-Managed Learning Environment:				
1. Speaks and interacts respectfully with teacher(s) and peers	4	3	2	1
2. Follows classroom rules and works well with others	4	3	2	1
3. Transitions smoothly and efficiently to activities	4	3	2	1
4. Collaborates with other students during student-centered activities	4	3	2	1
5. Knows classroom routines, behavioral expectations and consequences	4	3	2	1
G. Digital Learning Environment				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	4	3	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	1
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	1

NOTES:

AdvancED®

Self Assessment Workbook for Schools

CONCEPT MAPS



Introduction and Instructions

The Self Assessment is a critical component of the AdvancED accreditation process. The AdvancED Self Assessment (SA) is designed to serve as a valuable tool that will assist schools in reflecting upon their effectiveness as well as prepare them for an External Review. The Self Assessment is based on the five AdvancED Standards for Quality, which serve as the foundation of the AdvancED accreditation process. In order to earn and maintain accreditation, schools must meet the five AdvancED Standards for Quality, engage in a process of continuous improvement and host an External Review at least once every five years.

The SA has been designed to engage the school community in an in-depth evaluation of each of the five AdvancED Standards for Quality by creating a set of questions and rubrics that enable a school to most accurately describe its continuous improvement progress. In completing the report, a school identifies the evidence, data, information and documented results that validate that it is meeting each standard. This Self Assessment helps a school identify areas of strength and opportunities for improvement by reflecting upon questions posed in the indicators and rating themselves on a 4-level rubric scale.

The SA also serves as the primary resource for the External Review Team, which uses the report to prepare for the External Review. The team uses insights gathered from the report and information obtained during the on-site review to provide feedback to the school and to make an accreditation recommendation.

Definition of the Standard, Indicators and Performance Levels

The five AdvancED Standards for Quality are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance results and organizational effectiveness.

The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the indicators provide a comprehensive picture of each standard.

Each indicator provides four performance levels that describe varying degrees to which a school is able to verify its assessment of the question. Use the performance levels as an opportunity to ask your stakeholders challenging questions and respond with accurate answers geared toward improvement of your school. After choosing performance levels for each indicator, you can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

Supporting Evidence

The suggested supporting evidence section is designed as a starting point for school staff to think about the practices and/or processes being implemented and to identify evidence that will support its responses to the focus questions and rubrics. This section helps school stakeholders engage in a discussion about how the school knows it is adhering to the Standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

Standard Narrative

For each standard, there is a narrative section that allows you to expand on your thinking about the selection of performance levels. Responding to the guiding questions listed in the instructions will help you construct a meaningful narrative for your school and the External Review team.

Directions for Completing the Report and Use of This Document

You and your colleagues should complete the Self Assessment four weeks to six months prior to hosting an External Review. We strongly recommend that a wide and broad cross-section of the school community participate in completing this report. You will submit the completed report online to AdvancED so that it may be used by the External Review team as well as for a school's continuous improvement efforts.

It is impractical to consider completing this workbook in one session. To accurately evaluate all AdvancED Standards for Quality for Quality and indicators may take multiple meetings over a period of days or weeks leading up to the External Review. Allowing more time and ensuring participation by all stakeholder groups will yield the most accurate Self Assessment.

This workbook includes indicators and performance levels for all five AdvancED Standards for Quality for Quality for Quality. However, in this workbook, statements concerning individual concepts contained in the performance levels have been grouped or "unpacked" to help you complete a more in-depth and accurate evaluation of each indicator. A workbook similar to this one is used by the External Review team during the External Review.

To use this document most effectively, consider using the following steps:

1. Assign a group of stakeholders to evaluate each standard.
2. Review the standard statement.
3. Review each indicator by:
 - a. Reviewing the indicator statement.
 - b. Studying each concept under the indicator to determine which statement best describes your school.
 - c. Selecting sources of evidence that already exist.
 - d. Recording comments related to the indicator or concept statements from stakeholders. Pay special attention to level 4 and level 1 statements.
4. Determine an "overall" rating for the indicator. AdvancED does not prescribe how you are to arrive at this rating. You may wish to compute some type of arithmetic average based on the level of the statements you have selected. Another method you may choose is to have the stakeholders examine the selected concept statements and the evidence holistically and make a determination based on the preponderance of scores and evidence. Whatever method you choose, make sure that workgroups for all Standards use one method consistently.
5. After all indicators have been reviewed, reflect upon the comments from stakeholders concerning each indicator and respond to the prompts to create a "standard narrative."

Important Note:

If you use this document as a working draft of your report, please note that when you copy and paste content from this document to the web-based Self Assessment in ASSIST, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.

Standard 1: Purpose and Direction

Standard: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

1.1	The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	Score
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Performance Levels [Choose the statement in each category that best matches your school.]

	4	The process for review, revision and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained.
	3	The school's process for review, revision and communication of the purpose statement is documented.
	2	The school has a process for review, revision and communication of its purpose.
	1	No process to review, revise or communicate a school purpose exists.
	4	The process is formalized and implemented with fidelity on a regular schedule.
	3	The process is formalized and implemented on a regular schedule.
	2	The process has been implemented.
	4	The process includes participation by representatives selected at random from all stakeholder groups.
	3	The process includes participation by representatives from all stakeholder groups.
	2	The process includes participation by representatives from stakeholder groups.
	1	Stakeholders are rarely asked for input regarding the purpose of the school.
	4	The purpose statement clearly focuses on student success.
	3	The purpose statement focuses on student success.
	2	The purpose statement focuses primarily on student success.

Possible Evidence

	Purpose statements - past and present
	Minutes from meetings related to development of the school's purpose
	Documentation or description of the process for creating the school's purpose including the role of stakeholders
	Communication plan to stakeholders regarding the school's purpose
	Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	Score
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Performance Levels [Choose the statement in each category that best matches your school.]

	4	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making.
	3	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making.
	2	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation.
	1	Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning.
	4	This commitment is always reflected in communication among leaders and staff.
	3	This commitment is regularly reflected in communication among leaders and staff.
	2	This commitment is sometimes reflected in communication among leaders and most staff.
	4	Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success.
	3	Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success.
	2	Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking and life skills.
	1	Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking and life skills necessary for success.
	4	Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	3	Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	2	Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	1	Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	4	School leadership and staff hold one another accountable to high expectations for professional practice.
	3	School leadership and staff share high expectations for professional practice.
	2	School leadership maintains high expectations for professional practice.
	1	Little or no commitment to high expectations for professional practice is evident.
Possible Evidence		
	The school's statement of purpose	
	Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose	

Survey results		
Comments [Explain why you selected these statements, especially 4s and 1s]		
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.
	3	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.
	2	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning.
	1	A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively.
	4	All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction.
	3	All stakeholder groups are engaged in the process.
	2	Some stakeholder groups are engaged in the process.
	4	School personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and school performance.
	3	School personnel maintain a profile with current and comprehensive data on student and school performance.
	2	School personnel maintain a profile with data on student and school performance.
	1	The profile is rarely updated or used by school personnel and contains little or no useful data.
	4	The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.
	3	The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.
	2	The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.
	4	All improvement goals have measurable performance targets.
	3	Improvement goals have measurable performance targets.
	1	Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies.
	4	The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals.
	3	The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals.
	2	The process includes action planning that identifies measurable objectives,

		strategies, activities, resources and timelines for achieving improvement goals.
	1	Few or no measurable objectives, strategies or activities are implemented with fidelity.
	4	School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies.
	3	School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies.
	2	Most interventions and strategies are implemented with fidelity.
	4	The process is reviewed and evaluated regularly.
	3	The process is reviewed and evaluated.
	4	Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.
	3	Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.
	2	Some documentation that the process yields improved student achievement and instruction is available.
	1	Documentation linking the process to improved student achievement and instruction is unclear or non-existent.
Possible Evidence		
	Agenda, minutes from continuous improvement planning meetings	
	Communication plan and artifacts that show two-way communication to staff and stakeholders	
	The school data profile	
	The school continuous improvement plan	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

Standard 1 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [look for indicator scores of 4 or 3] What were areas in need of improvement [look for indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

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Standard 2: Governance and Leadership

Standard: The school operates under governance and leadership that promote and support student performance and school effectiveness.

2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school.
	3	Policies and practices support the school's purpose and direction and the effective operation of the school.
	2	Policies and practices generally support the school's purpose and direction and the effective operation of the school.
	1	Little connection exists between policies and practices of the governing board and the purpose, direction and effective operation of the school.
	4	Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students.
	3	Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students.
	2	Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students.
	1	Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning experiences for students.
	4	There are policies and practices requiring and giving direction for professional growth of all staff.
	3	There are policies and practices regarding professional growth of all staff.
	2	There are policies and practices regarding professional growth of staff.
	1	There are few or no policies and practices regarding professional growth of staff.
	4	Policies and practices provide clear requirements, direction for and oversight of fiscal management.
	3	Policies and practices provide requirements, direction for and oversight of fiscal management.
	2	Policies and practices provide requirements and oversight of fiscal management.
	1	Policies provide requirements of fiscal management.
Possible Evidence		
	Governing body policies, procedures and practices	
	School handbooks	
	Staff handbooks	
	Student handbooks	
	Communications to stakeholder about policy revisions	

Comments [Explain why you selected these statements, especially 4s and 1s]

2.2	The governing body operates responsibly and functions effectively.	Score
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Performance Levels [Choose the statement in each category that best matches your school.]

	4	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest.
	3	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest.
	2	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest.
	1	The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical and in accordance with defined roles and responsibilities.
	4	Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility.
	3	Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members.
	2	Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members.
	1	Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members.
	4	Members comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of student learning.
	3	The governing body complies with all policies, procedures, laws and regulations and functions as a cohesive unit.
	2	The governing body complies with all policies, procedures, laws and regulations.
	1	Evidence indicates the governing body does not always comply with policies, procedures, laws and regulations.

Possible Evidence

<input type="checkbox"/>	Governing body policies on roles and responsibilities, conflict of interest
<input type="checkbox"/>	Governing code of ethics
<input type="checkbox"/>	Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest
<input type="checkbox"/>	Governing body minutes relating to training
<input type="checkbox"/>	Governing body training plan
<input type="checkbox"/>	Assurances, certifications

	Proof of legal counsel	
	List of assigned staff for compliance	
	Historical compliance data	
	Communications about program regulations	
	Findings of internal and external reviews of compliance with laws, regulations and policies	
Comments [Explain why you selected these statements, especially 4s and 1s]		
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4 The governing body consistently protects, supports and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school.	
	3 The governing body protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school.	
	2 The governing body generally protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school.	
	1 The governing body rarely or never protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school.	
	4 The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	
	3 The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	
	2 The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	
	1 The governing body does not distinguish between its roles and responsibilities and those of school leadership or frequently usurps the autonomy of school leadership.	
Possible Evidence		
	School improvement plan developed by the school	
	Agendas and minutes of meetings	
	Roles and responsibilities of school leadership	
	Maintenance of consistent academic oversight, planning and resource allocation	
	Survey results regarding functions of the governing body	
	Stakeholder input and feedback	
	Social media	
	Communications regarding board actions	
Comments [Explain why you selected these statements, especially 4s and 1s]		
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose.
	3	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose.
	2	Leaders and staff make some decisions and take some actions toward continuous improvement.
	1	Decisions and actions seldom or never support continuous improvement.
	4	They encourage, support and expect all students to be held to high Standards in all courses of study.
	3	They expect all students to be held to high Standards in all courses of study.
	2	They expect all students to be held to Standards.
	1	School leaders and staff may or may not expect students to learn.
	4	All stakeholders are collectively accountable for student learning.
	3	All leaders and staff are collectively accountable for student learning.
	2	Leaders and staff express a desire for collective accountability for student learning.
	1	There is no evidence of or desire for collective accountability for student learning.
	4	School leaders actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth.
	3	School leaders support innovation, collaboration, shared leadership and professional growth.
	2	School leaders sometimes support innovation, collaboration, shared leadership and professional growth.
	1	School leaders seldom or never support innovation, collaboration, shared leadership and professional growth.
	4	The culture is characterized by collaboration and a sense of community among all stakeholders.
	3	The culture is characterized by collaboration and a sense of community.
	2	The culture is characterized by a minimal degree of collaboration and limited sense of community.
	1	The culture is characterized by a minimal degree of collaboration and little or no sense of community.
Possible Evidence		
	Examples of collaboration and shared leadership	
	Examples of decisions aligned with the school's statement of purpose	
	Examples of decisions in support of the school's continuous improvement plan	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		

	4	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders.
	3	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders.
	2	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders.
	1	Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership.
	4	School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.
	3	School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.
	2	School leaders' efforts result in some stakeholder participation and engagement in the school.
	1	Leaders rarely or never communicate with stakeholder groups. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.

Possible Evidence

	Survey responses
	Copies of surveys or screen shots from online surveys
	Communication plan
	Minutes from meetings with stakeholders
	Involvement of stakeholders in a school improvement plan

Comments [Explain why you selected these statements, especially 4s and 1s]

2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	Score
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Performance Levels [Choose the statement in each category that best matches your school.]

	4	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success.
	3	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success.
	2	The criteria and processes of supervision and evaluation include references to professional practice and student success.

	1	The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success.
	4	Supervision and evaluation processes are consistently and regularly implemented.
	3	Supervision and evaluation processes are regularly implemented.
	2	Supervision and evaluation processes are implemented at minimal levels.
	1	Supervision and evaluation processes are randomly implemented, if at all.
	4	The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.
	3	The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.
	2	The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.
	1	Results of the supervision and evaluation processes, if any, are used rarely or never.
Possible Evidence		
	Job specific criteria	
	Supervision and evaluation documents with criteria for improving professional practice and student success noted	
	Representative supervision and evaluation reports	
	Governing body policy on supervision and evaluation	
	Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation	
Comments [Explain why you selected these statements, especially 4s and 1s]		

Standard 2 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

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Standard 3: Teaching and Assessing for Learning

Standard: The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the school's purpose.
	3	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.
	2	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.
	1	Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.
	4	Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level.
	3	There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level.
	2	There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level.
	1	There is no evidence to indicate how successful students will be at the next level.
	4	Like courses/classes have the same high learning expectations.
	3	Like courses/classes have equivalent learning expectations.
	2	Most like courses/classes have equivalent learning expectations.
	1	Like courses/classes do not always have the same learning expectations.
	4	Learning activities are individualized for each student in a way that supports achievement of expectations.
	3	Some learning activities are individualized for each student in a way that supports achievement of expectations.
	2	Little individualization for each student is evident.
	1	No individualization for students is evident.
Possible Evidence		
	Descriptions of instructional techniques	
	Enrollment patterns for various courses	
	Graduate follow-up surveys	
	Course descriptions	

	Course schedules	
	Learning expectations for different courses	
	Representative samples of student work across courses	
	Posted learning objectives	
	Lesson plans	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
	3	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
	2	School personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
	1	School personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose.
	4	There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised.
	3	There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised.
	2	A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.
	1	No process exists to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.
	4	The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction and assessment.
	3	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction and assessment.
	2	There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction and assessment.

	1	There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction and assessment.	
Possible Evidence			
		Curriculum writing process	
		A description of the systematic review process for curriculum, instruction and assessment	
		Curriculum guides	
		Lesson plans aligned to the curriculum	
		Products – scope and sequence, curriculum maps	
		Common assessments	
		Surveys results	
		Standards-based report cards	
Comments [Explain why you selected these statements, especially 4s and 1s]			
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.		Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.	
	3	Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.	
	2	Teachers sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.	
	1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.	
	4	Teachers personalize instructional strategies and interventions to address individual learning needs of each student.	
	3	Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary.	
	2	Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.	
	1	Teachers seldom or never personalize instructional strategies.	
	4	Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
	3	Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
	2	Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
	1	Teachers rarely or never use instructional strategies that require students to apply	

	knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
Possible Evidence	
	Teacher evaluation criteria
	Findings from supervisor walk-thrus and observations
	Student work demonstrating the application of knowledge
	Examples of teacher use of technology as an instructional resource
	Examples of student use of technology as a learning tool
	Interdisciplinary projects
	Authentic assessments
	Professional development focused on these strategies
	Agenda items addressing these strategies
	Surveys results
Comments [Explain why you selected these statements, especially 4s and 1s]	
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
	Score
Performance Levels [Choose the statement in each category that best matches your school.]	
	<p>4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.</p> <p>3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.</p> <p>2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.</p> <p>1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.</p>
Possible Evidence	
	Supervision and evaluation procedures
	Curriculum maps
	Peer or mentoring opportunities and interactions

	Recognition of teachers with regard to these practices	
	Administrative classroom observation protocols and logs	
	Examples of improvements to instructional practices resulting from the evaluation process	
	Documentation of collection of lesson plans and grade books	
	Surveys results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.
	3	All members of the school staff participate in collaborative learning communities that meet both informally and formally.
	2	Some members of the school staff participate in collaborative learning communities that meet both informally and formally.
	1	Collaborative learning communities randomly self-organize and meet informally.
	4	Frequent collaboration occurs across grade levels and content areas.
	3	Collaboration often occurs across grade levels and content areas.
	2	Collaboration occasionally occurs across grade levels and content areas.
	1	Collaboration seldom occurs across grade levels and content areas.
	4	Staff members implement a formal process that promotes productive discussion about student learning.
	3	Staff members have been trained to implement a formal process that promotes discussion about student learning.
	2	Staff members promote discussion about student learning.
	1	Staff members rarely discuss student learning.
	4	Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of school staff members.
	3	Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most school personnel.
	2	Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among school personnel.
	1	Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching rarely occur among school personnel.
	4	School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
	3	School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

	2	School personnel express belief in the value of collaborative learning communities.	
	1	School personnel see little value in collaborative learning communities.	
Possible Evidence			
		Agendas and minutes of collaborative learning committees	
		Calendar/schedule of learning community meetings	
		Common language, protocols and reporting tools	
		Examples of improvements to content and instructional practice resulting from collaboration	
		Examples of cross curricular projects, interdisciplinary instruction and classroom action research project	
		Peer coaching guidelines and procedures	
		Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]			
3.6		Teachers implement the school's instructional process in support of student learning.	Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	All teachers systematically use an instructional process that clearly informs students of learning expectations and Standards of performance.	
	3	All teachers use an instructional process that informs students of learning expectations and Standards of performance.	
	2	Most teachers use an instructional process that informs students of learning expectations and Standards of performance.	
	1	Few teachers use an instructional process that informs students of learning expectations and Standards of performance.	
	4	Exemplars are provided to guide and inform students.	
	3	Exemplars are often provided to guide and inform students.	
	2	Exemplars are sometimes provided to guide and inform students.	
	1	Exemplars are rarely provided to guide and inform students.	
	4	The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.	
	3	The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.	
	2	The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction.	
	1	The process includes limited measures to inform the ongoing modification of instruction.	
	4	The process provides students with specific and immediate feedback about their learning.	
	3	The process provides students with specific and timely feedback about their learning.	

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated.
	3	Programs that engage families in meaningful ways in their children's education are designed and implemented.
	2	Programs that engage families in their children's education are available.
	1	Few or no programs that engage families in their children's education are available.
	4	Families have multiple ways of staying informed of their children's learning progress.
	3	School personnel regularly inform families of their children's learning progress.
	2	School personnel provide information about children's learning.
	1	School personnel provide little relevant information about children's learning.
Possible Evidence		
	Volunteer program with variety of options for participation	
	Parental/family/caregiver involvement plan including activities, timeframes and evaluation process	
	Calendar outlining when and how families are provided information on child's progress	
	List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.
	3	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.
	2	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student.
	1	Few or no opportunities exist for school personnel to build long-term interaction with individual students.
	4	All students participate in the structure.
	3	All students may participate in the structure.
	2	Most students participate in the structure.
	4	The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.

	2	The process provides students with feedback about their learning.	
	1	The process provides students with minimal feedback of little value about their learning.	
Possible Evidence			
	Samples of exemplars used to guide and inform student learning		
	Examples of learning expectations and Standards of performance		
	Examples of assessments that prompted modification in instruction		
	Survey results		
Comments [Explain why you selected these statements, especially 4s and 1s]			
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.		Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	All school personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning.	
	3	School personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning.	
	2	Some school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning.	
	1	Few or no school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning.	
	4	These programs set high expectations for all school personnel and include valid and reliable measures of performance.	
	3	These programs set expectations for all school personnel and include measures of performance.	
	2	These programs set expectations for school personnel.	
	1	Limited or no expectations for school personnel are included.	
Possible Evidence			
	Descriptions and schedules of mentoring, coaching and induction programs with references to school beliefs and values about teaching and learning		
	Professional learning calendar with activities for instructional support of new staff		
	Personnel manuals with information related to new hires including mentoring, coaching and induction practices		
	Records of meetings and walk thrus/feedback sessions		
	Survey results		
Comments [Explain why you selected these statements, especially 4s and 1s]			
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.		Score

	3	The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.
	2	The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills and life skills.
	1	Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills and life skills.
Possible Evidence		
	Description of formal adult advocate structures	
	List of students matched to adult advocate	
	Curriculum and activities of formal adult advocate structure	
	Master schedule with time for formal adult advocate structure	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All teachers consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
	3	Teachers use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
	2	Most teachers use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills.
	1	Few or no teachers use common grading and reporting policies, processes and procedures.
	4	These policies, processes and procedures are implemented without fail across all grade levels and all courses.
	3	These policies, processes and procedures are implemented consistently across grade levels and courses.
	2	These policies, processes and procedures are implemented across grade levels and courses.
	1	Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses and may not be well understood by stakeholders.
	4	All stakeholders are aware of the policies, processes and procedures.
	3	Stakeholders are aware of the policies, processes and procedures.
	2	Most stakeholders are aware of the policies, processes and procedures.
	4	The policies, processes and procedures are formally and regularly evaluated.
	3	The policies, processes and procedures are regularly evaluated.
	2	The policies, processes and procedures may or may not be evaluated.

	1	No process for evaluation of grading and reporting practices is evident.	
Possible Evidence			
		Policies, processes and procedures on grading and reporting	
		Samples communications to stakeholders about grading and reporting	
		Sample report cards for each grade level and for all courses	
		Evaluation process for grading and reporting practices	
		Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]			
3.11		All staff members participate in a continuous program of professional learning.	Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction.	
	3	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction.	
	2	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction.	
	1	Few or no staff members participate in professional learning.	
	4	Professional development is based on an assessment of needs of the school and the individual.	
	3	Professional development is based on an assessment of needs of the school.	
	2	Professional development is based on the needs of the school.	
	1	Professional development, when available, may or may not address the needs of the school or build capacity among staff members.	
	4	The program builds measurable capacity among all professional and support staff.	
	3	The program builds capacity among all professional and support staff.	
	2	The program builds capacity among staff members who participate.	
	4	The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	
	3	The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	
	2	The program is regularly evaluated for effectiveness.	
	1	If a program exists, it is rarely and/or randomly evaluated.	
Possible Evidence			
		Crosswalk between professional learning and school purpose and direction	
		Brief explanation of alignment between professional learning and identified needs	
		Evaluation tools for professional learning	
		Results of evaluation of professional learning program	
		Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]			
3.12		The school provides and coordinates learning support services to meet the	Score

	unique learning needs of students.	
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).
	3	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).
	2	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages).
	1	School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages).
	4	School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.
	3	School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.
	2	School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.
	1	School personnel provide or coordinate some learning support services to students within these special populations.
Possible Evidence		
	List of learning support services and student population served by such services	
	Data used to identify unique learning needs of students	
	Training and professional learning related to research on unique characteristics of learning	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

Standard 3 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

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Standard 4: Resources and Support Systems

Standard: The school has resources and provides services that support its purpose and direction to ensure success for all students.

4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.		Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Clearly defined policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff.	
	3	Policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff.	
	2	Policies, processes and procedures describe how school leaders are to access, hire, place and retain qualified professional and support staff.	
	1	Policies, processes and procedures are often but not always followed by school leaders to access, hire, place and retain qualified professional and support staff.	
	4	School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement.	
	3	School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement.	
	2	School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement.	
	1	School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement.	
	4	Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	
	3	Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	
	2	Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	
	1	Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.	
Possible Evidence			
	Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff		
	School budgets for the last three years		
	Documentation of highly qualified staff		
	Assessments of staffing needs		
	Survey results		
Comments [Explain why you selected these statements, especially 4s and 1s]			

4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.		Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the school.	
	3	Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the school.	
	2	Instructional time, material resources and fiscal resources are sometimes focused on supporting the purpose and direction of the school.	
	1	Little or no link exists between the purpose of the school and instructional time, material resources and fiscal resources.	
	4	Instructional time is fiercely protected in policy and practice.	
	3	Instructional time is protected in policy and practice.	
	2	Instructional time is usually protected.	
	1	Protection of instructional time is not a priority.	
	4	School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students.	
	3	School leaders work to secure material and fiscal resources to meet the needs of all students.	
	2	School leaders attempt to secure material and fiscal resources to meet the needs of all students.	
	1	School leaders use available material and fiscal resources to meet the needs of students.	
	4	School leaders measurably demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.	
	3	School leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.	
	2	School leaders express a desire to allocate instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.	
	1	School leaders spend little or no effort allocating instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.	
	4	Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	
	3	Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	
	2	Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	
	1	Efforts toward the continuous improvement of instruction and operations rarely or	

	never include achievement of the school's purpose and direction.	
Possible Evidence		
	School calendar	
	School schedule	
	Examples of efforts of school leaders to secure necessary material and fiscal resources	
	Alignment of budget with school purpose and direction	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with all stakeholders.
	3	School leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders.
	2	School leaders have some expectations for maintaining safety, cleanliness and a healthy environment, and have shared these definitions and expectations with most stakeholders.
	1	School leaders have few or no expectations for maintaining safety, cleanliness and a healthy environment.
	4	All school personnel and students are accountable for maintaining these expectations.
	3	School personnel and students are accountable for maintaining these expectations.
	2	Selected school personnel are accountable for maintaining these expectations.
	1	Stakeholders are generally unaware of any existing definitions and expectations.
	4	Valid measures are in place that allow for continuous tracking of these conditions.
	3	Measures are in place that allow for continuous tracking of these conditions.
	2	Some measures are in place that allow for tracking of these conditions.
	1	Little or no accountability exists for maintaining these expectations.
	4	Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions.
	3	Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions.
	2	Personnel work to improve these conditions.
	1	Few or no measures that assess these conditions are in place.
	4	The results of improvement efforts are systematically evaluated regularly.
	3	Results of improvement efforts are evaluated.
	2	Results of improvement efforts are monitored.
	1	Few or no personnel work to improve these conditions.
Possible Evidence		

	Maintenance schedules	
	Records of depreciation of equipment	
	System for maintenance requests	
	Safety committee responsibilities, meeting schedules and minutes	
	Documentation of compliance with local and state inspections requirements	
	Documentation of emergency procedures such as fire drills,, evacuation and other emergency procedures	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4 All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school.	
	3 Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school.	
	2 Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school.	
	1 Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school.	
	4 Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	
	3 Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	
	2 Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	
	1 Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.	
Possible Evidence		
	Data on media and information resources available to students and staff	
	Schedule of staff availability to assist students and school personnel related to finding and retrieving information	
	Budget related to media and information resource acquisition	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		

	4	The technology infrastructure is modern, fully functional and meets the teaching, learning and operational needs of all stakeholders.
	3	The technology infrastructure meets the teaching, learning and operational needs of all stakeholders.
	2	The technology infrastructure meets the teaching, learning and operational needs of most stakeholders.
	1	The technology infrastructure meets the teaching, learning and operational needs of few stakeholders.
	4	School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.
	3	School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.
	2	School personnel have a technology plan to improve technology services and infrastructure.
	1	A technology plan, if one exists, addresses some technology services and infrastructure needs.
Possible Evidence		
	Technology plan and budget to improve technology services and infrastructure	
	Assessments to inform development of technology plan	
	Policies relative to technology use	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School personnel implement a clearly defined process to determine the physical, social and emotional needs of each student in the school.
	3	School personnel implement a process to determine the physical, social and emotional needs of each student in the school.
	2	School personnel endeavor to determine the physical, social and emotional needs of students in the school.
	1	School personnel attempt to determine the physical, social and emotional needs of some students in the school.
	4	School personnel provide or coordinate programs to meet the needs of all students.
	3	School personnel provide or coordinate programs to meet the needs of students as necessary.
	2	School personnel provide or coordinate programs to meet the needs of students when possible.
	1	School personnel sometimes provide or coordinate programs to meet the needs of

		students.
	4	Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.
	3	Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs.
	2	School personnel evaluate all programs.
	1	School personnel rarely or never evaluate programs.
	4	Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
	3	Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.
	2	Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.
	1	Improvement plans related to these programs are rarely or never developed.
Possible Evidence		
		List of support services available to student
		Agreements with school community agencies for student-family support
		Social classes and services, e.g., bullying, character education
		Student assessment system for identifying student needs
		Schedule of family services, e.g., parent classes, survival skills
		Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	
	Score	
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of all students.
	3	School personnel implement a process to determine the counseling, assessment, referral, educational and career planning needs of all students.
	2	School personnel endeavor to determine the counseling, assessment, referral, educational and career planning needs of students in the school.
	1	School personnel attempt to determine the counseling, assessment, referral, educational and career planning needs of some students in the school.
	4	School personnel provide or coordinate programs necessary to meet the needs of all students.
	3	School personnel provide or coordinate programs necessary to meet the needs of students whenever possible.
	2	School personnel provide or coordinate programs to meet the needs of students when possible.
	1	School personnel sometimes provide or coordinate programs to meet the needs of students.

	4	Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.
	3	Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs.
	2	School personnel evaluate all programs.
	1	School personnel rarely or never evaluate programs.
Possible Evidence		
	List of services available related to counseling, assessment, referral, educational and career planning	
	Description of referral process	
	Description of IEP process	
	Budget for counseling, assessment, referral, educational and career planning	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

Standard 4 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

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Standard 5: Using Results for Continuous Improvement

Standard: The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.		Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.	
	3	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.	
	2	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance.	
	1	School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance.	
	4	The system ensures consistent measurement across all classrooms and courses.	
	3	The system ensures consistent measurement across classrooms and courses.	
	2	The system generally provides consistent measurement across classrooms and courses.	
	1	The system provides a limited degree of consistent measurement across classrooms and courses.	
	4	All assessments are proven reliable and bias free.	
	3	Most assessments, especially those related to student learning, are proven reliable and bias free.	
	2	Some assessments, especially those related to student learning, are proven reliable and bias free.	
	1	Assessments are seldom proven reliable and bias free.	
	4	The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.	
	3	The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.	
	2	The system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	
	1	The system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	
Possible Evidence			
	Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance		

	Evidence that assessments are reliable and bias free	
	Documentation or description of evaluation tools/protocols	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff.
	3	Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support staff.
	2	Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff.
	1	Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff.
	4	Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.
	3	Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.
	2	Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions.
	1	Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions.
	4	All school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.
	3	School personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.
	2	School personnel use data to design, implement and evaluate continuous improvement plans.
	1	School personnel rarely use data to design and implement continuous improvement plans.
Possible Evidence		
	Written protocols and procedures for data collection and analysis	
	List of data sources related to student learning, instruction, program effectiveness and conditions that support learning	
	Examples of use of data to design, implement and evaluate continuous improvement plans	

	and apply learning	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.
	3	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.
	2	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.
	1	Few or no professional and support staff members are trained in the evaluation, interpretation and use of data.
Possible Evidence		
	Training materials specific to the evaluation, interpretation and use of data	
	Documentation of attendance and training related to data use	
	Professional learning schedule specific to the use of data	
	Policies specific to data training	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.
	3	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level.
	2	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level.
	1	An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level.
	4	Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including

		readiness for and success at the next level.
	3	Results indicate improvement, and school personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
	2	Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
	1	Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.

Possible Evidence

	Description of process for analyzing data to determine verifiable improvement in student learning
	Agendas, minutes of meetings related to analysis of data
	Evidence of student growth
	Evidence of student readiness for the next level
	Evidence of student success at the next level
	Examples of use of results to evaluate continuous improvement action plans
	Student surveys

Comments [Explain why you selected these statements, especially 4s and 1s]

5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	Score
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Performance Levels [Choose the statement in each category that best matches your school.]

	4	Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals.
	3	Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals.
	2	Leaders monitor information about student learning, conditions that support student learning and the achievement of school improvement goals.
	1	Leaders monitor some information about student learning, conditions that support student learning and the achievement of school improvement goals.
	4	Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.
	3	Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.
	2	Leaders communicate results to all stakeholder groups.
	1	Leaders sometimes communicate results to stakeholders.

Possible Evidence

	School leadership monitoring process of information about student learning, conditions that support learning and the achievement of school improvement goals
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	Communication plan regarding student learning, conditions that support learning and achievement of school improvement goals to stakeholders
	Samples communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals
	Executive summaries of student learning reports to stakeholder groups
	Minutes of board meetings regarding achievement of student learning goals
	Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]	

Standard 5 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

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School Accreditation

A Handbook for Schools

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AdvancedED is dedicated to advancing excellence in education worldwide. The North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancedED.

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Chapter 3: Preparing for the External Review

Working with the State Office and External Review Lead Evaluator

Having a general understanding of the purpose and functions of the External Review helps the school prepare for a successful review. In addition, the school has the ongoing support of the AdvancED State Office and assigned Lead Evaluator.

The state office is available to support the school with all aspects of the School Accreditation Process – from informing and engaging stakeholders to completing required reports to providing technical assistance in responding to the team’s required actions. Schools are encouraged to use their state offices as a resource and partner in their accreditation and continuous improvement efforts.

The Lead Evaluator also is available to support the school. As the review date approaches, the school works closely with the Lead Evaluator to:

- Establish the review schedule;
- Coordinate logistics for the team;
- Address any questions and/or concerns related to review preparation;
- Host a Pre-Review with the school approximately four weeks prior to the review; and
- Ensure the school is ready for the review.

Developing the Review Schedule

The School Facilitator works with the External Review Lead Evaluator to develop the review schedule. School reviews last a minimum of two full days. A sample schedule is available at www.advanc-ed.org/schoolresources, click on [Sample School External Review Schedule](#). Following is an overview of key components of a school External Review.

Key Components of a Typical External Review Schedule

Evening Before Review (or early morning of the review)

External Review Team Preparation (two- three hours)

Activities During Review

School Overview and Standards Presentations

- Principal provides general orientation to team
- School personnel provide brief presentation on the school’s adherence to each of the five standards and highlight key artifacts related to the Standard

Interviews

- Team interviews school leadership and improvement team, teachers, parents and community members, support staff and students (each interview lasts approximately 45 minutes)

Artifact Review

- Team reviews school artifacts (this occurs on an ongoing basis)

Observations

- Principal and/or designee provides an instructional tour of the school
- Team conducts classroom observations
- Team makes general observations throughout the review

Professional Deliberations

- Team meets to examine the data collected and reach consensus regarding the team's findings

Meeting with the Principal

- Prior to the delivery of the Oral Exit Report, the Lead Evaluator meets with the Principal to review the team's findings and discuss the team's required actions

Oral Exit Report

- Lead Evaluator provides Oral Exit Report to school stakeholders at the conclusion of the review

Preparing the Principal's Overview

At the beginning of the External Review, the Principal welcomes the External Review Team and provides an overview of the school. The purpose of the Principal's remarks is to set the tone and context for the review. The following questions are designed to assist the Principal in thinking about the type of content to include in his/her remarks:

- What will help the team quickly gain an understanding of the school's challenges, strengths and opportunities?
- What information will best convey what the school is trying to accomplish for students?
- How is the school meeting the needs of its students – currently and over time?
- What does the school want the team to look for? What advice/support would the school like the team to provide over the course of the review?

Team members find it helpful when the Principal's comments include an overview of the school vision, basic demographic information about the school, a description of challenges, an overview of key programs and improvement initiatives and a snapshot of student performance results using multiple measures over time.

The Principal's overview typically lasts between 30 and 45 minutes. It is helpful to provide team members with a copy of the Principal's comments for use and reference during the review.

Preparing Brief Presentations on the Standards

Typically, following the Principal's overview, school personnel provide brief presentations on each of the AdvancED Standards. The presentations provide the External Review Team with a general

overview and description of how the school is meeting each Standard. The overview lasts approximately one hour. The following questions are designed to help school personnel as they develop the presentations for the overview:

- What does the school most want the team to know about each Standard as the team begins its work?
- What information about each Standard does the school wish to highlight and/or clarify from the Self Assessment?
- What artifacts does the school wish to bring to the team's attention that helps demonstrate the school's adherence to one or more Standards?
- What processes and practices does the school wish to explain that demonstrate how the school is meeting the Standard?
- What does the school want the team to look for and/or verify with regard to each Standard as it conducts its review?

Setting Up Interviews

Purpose and coordination. A critical component of the External Review is interviews of school stakeholders. The purpose of the interviews is to provide an opportunity for the External Review Team to gather information from a variety of stakeholders about the school's adherence to the AdvancED accreditation requirements. The Principal and/or School Facilitator, with support from the school leadership team, identifies, invites and schedules stakeholders to be interviewed by the External Review Team.

Structure of the interviews and questions asked. The interviews last between 45 minutes and one hour. They begin with a brief overview of the purpose of the interviews and the role of the External Review Team. The team members and the interviewees then introduce themselves. Following these introductory activities, the team asks approximately 9-10 broad questions which address each of the AdvancED Standards, the school's profile and the school's methods for quality assurance. The questions are tailored as appropriate for each stakeholder group. The school may request a copy of the sample interview questions from the Lead Evaluator. Some schools share the sample questions with interviewees so that they can prepare in advance for the questions that will be asked.

Stakeholder groups to be interviewed. The team interviews the following stakeholder groups:

- School leadership and improvement team
- Teachers
- Parents and community and board members
- Support staff
- Students

The school and Lead Evaluator may add to and/or adapt the groups interviewed as appropriate for the school setting.

Selecting interviewees. The following guidelines are designed to help the School Facilitator in identifying stakeholders to be interviewed.